

PRINCIPAL & PROGRAM ADMINISTRATOR STANDARDS-BASED BENCHMARKS

Standard 2

Standard 2 | Instructional Improvement: A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- Student growth and development
- Applied learning theories
- Applied motivational theories
- Curriculum design, implementation, evaluation and refinement
- Principles of effective instruction
- Measurement, evaluation and assessment strategies
- Diversity and its meaning for educational programs
- Adult learning and professional development models
- The change process for systems, organizations and individuals
- The role of technology in promoting student learning and professional growth
- School cultures

Dispositions

The administrator believes in, values and is committed to:

- Student learning as the fundamental purpose of schooling
- The proposition that all students can learn
- The variety of ways in which students can learn
- Lifelong learning for self and others
- Professional development as an integral part of school improvement
- The benefits that diversity brings to the school community
- A safe and supportive learning environment
- Preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- All individuals are treated with fairness, dignity and respect
- Professional development promotes a focus on student learning consistent with the school vision and goals
- Students and staff feel valued and important
- The responsibilities and contributions of each individual are acknowledged
- Barriers to student learning are identified, clarified and addressed
- Diversity is considered in developing learning experiences
- Lifelong learning is encouraged and modeled
- There is a culture of high expectations for self, student and staff performance
- Technologies are used in teaching and learning
- Student and staff accomplishments are recognized and celebrated
- Multiple opportunities to learn are available to all students
- The school is organized and aligned for success
- Curricular, co-curricular and extra-curricular programs are designed, implemented, evaluated and refined
- Curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies
- The school culture and climate are assessed on a regular basis
- A variety of sources of information is used to make decisions
- Student learning is assessed using a variety of techniques
- Multiple sources of information regarding performance are used by staff and students
- A variety of supervisory and evaluation models is employed
- Pupil personnel programs are developed to meet the needs of students and their families